



MontCAS

Montana Comprehensive Assessment System

Montana Office of Public Instruction

Assessment/Data Conference

January 2019

Science CRT-Alternate Administration

Agenda

- Important dates, participation, testing materials, procedures
- Scoring, storing, and returning test materials

*Refer to the **CRT-Alternate Administration Manual** for the most complete information

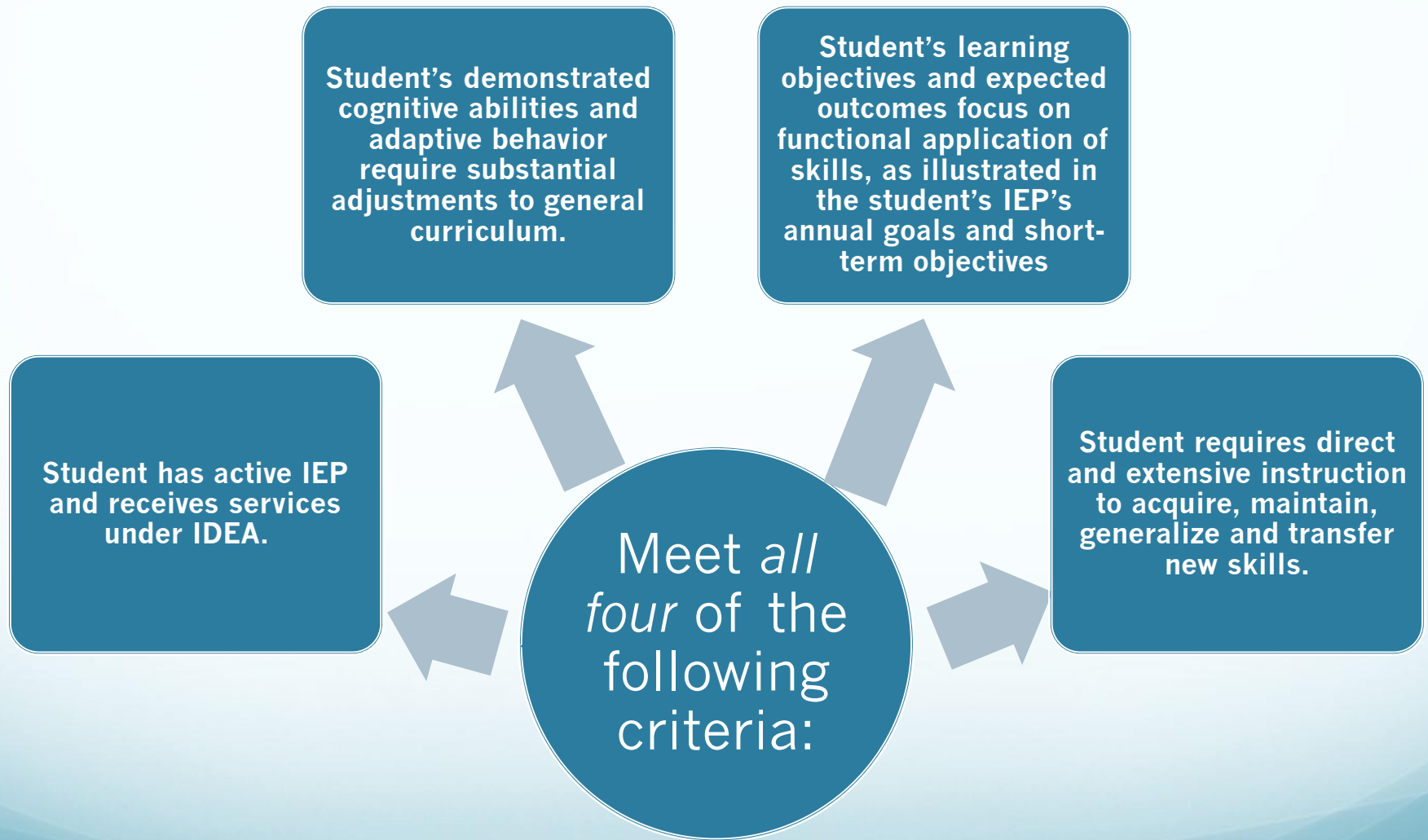
Reminders for 2019 Science CRT-Alt

- For eligible students who enroll after **January 19, 2019**, please contact the OPI Assessment Help Desk
- All CRT and CRT-Alt materials included in one shipment
- Test Security Agreement available on MontCAS Application
- Send CRT-Alt envelopes to the System Test Coordinator

Important CRT-Alt Dates

Dates	Events
Jan. 9	System Test Coordinators download and print CRT-Alt Test Administration Manual and Test Booklets to distribute to Test Administrators.
Feb. 8	CRT-Alt Test Material Kits and Return Materials arrive at System Offices and should be distributed to Test Administrators.
March 29	Last day to ship CRT-Alt (and CRT) materials to Measured Progress

Montana Criteria for Participation in Alternate Assessments



Eligibility May Not Be Based on Any of the Following:

- Excessive or extended absence
- Disability category
- Social, cultural, or economic difference
- The amount of time receiving special education services
- Academic Achievement significantly lower than his or her same age peers

Other Participation Information

- Grades 4, 8, and 10 Montana Accredited Schools
- Not included in participation
 - Home school students
 - Private non-accredited schools
 - Residential treatment centers under contract with the OPI
 - Montana Youth Challenge Academy
 - Job Corps

*Part-time enrolled students test in resident school

Information for Test Administrators

- Only certified educators employed by the system or school may administer the test
- Paraprofessionals may assist within sight and sound of the certified educator
- Test items are aligned with Montana Science content standards
- Standards encompass skills that lead to the development of grade level standards


CRT-Alt Materials

Secure CRT-Alt Test Booklet

Student Name:	
State Student ID:	
School:	
System:	
Class/Teacher Name:	

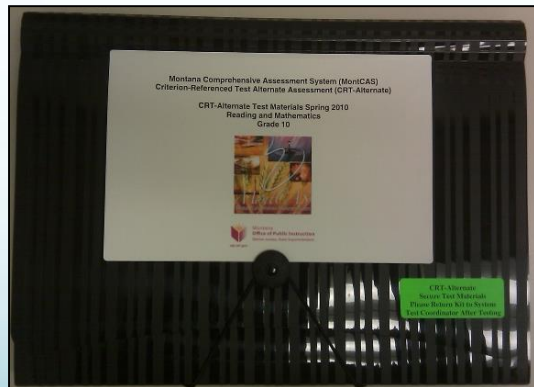
Montana Comprehensive Assessment System
(MontCAS)
Criterion-Referenced Test Alternate Assessment
(CRT-Alternate)

CRT-Alternate Test Booklet
Spring 2018
Science
Grade 4




SECURE MATERIALS. THIS TEST BOOKLET MUST BE RETURNED TO MEASURED PROGRESS.
MAY BE DUPLICATED ONLY BY SYSTEM TEST COORDINATORS.

Test Material Kit




CRT-Alt Administration Manual

Montana Comprehensive Assessment System
(MontCAS)
Criterion-Referenced Test Alternate Assessment
(CRT-Alternate Science)

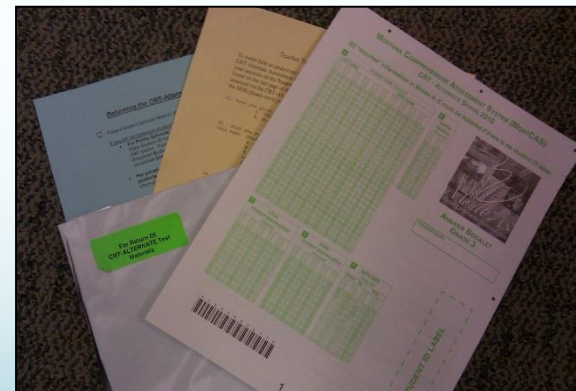


Spring 2018
CRT-Alternate Science Administration Manual

 MontCAS
Montana Comprehensive Assessment System
Montana Office of Public Instruction

2018 CRT-Alternate Administration Manual-Prepared by OPI and Measured Progress

Return Materials



Test Booklet Organization

CRT-Alternate Reading and Mathematics Grade 6	
Contents	
Reading	Pages
Tasklet 1	2-8
Tasklet 2	9-17
Tasklet 3	18-24
Tasklet 4	25-31
Tasklet 5	32-40
Mathematics	Pages
Tasklet 1	43-48
Tasklet 2	49-56
Tasklet 3	57-62
Tasklet 4	63-68
Tasklet 5	69-74

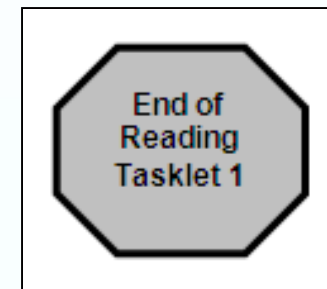
Instructions for Administering the Grade
This test measures student skills in two content areas called tasklets. Students will be tested on tasklets. Answers for both content areas are recorded on the CRT-Alternate Administration Form. See the CRT-Alternate Administration Form for more information. www.opi.state.mt.us/assessment/crt.html or www.mt.gov

SECURE MATERIALS. THIS TEST BOOKLET MUST BE RETURNED TO MEASURED PROGRESS. MAY BE DUPLICATED ONLY BY SYSTEM TEST COORDINATORS.

Content exposure/generalization		YES
1. The materials used and/or the information assessed in these test activities was new to the student.	<input type="radio"/>	
2. The materials used and/or the information assessed in these test activities has been introduced to the student several times prior to scoring.	<input type="radio"/>	
3. The materials used and/or the information assessed in this test activity is very familiar to the student.	<input type="radio"/>	
Test Administration		YES
4. The student completed all five tasklets.	<input type="radio"/>	
5. The evidence template(s) is (are) complete and attached to the CRT-Alternate Test Booklet.	<input type="radio"/>	
6. Student's name is written on the Evidence Templates.	<input type="radio"/>	
7. The "Teacher Recording Sheet" for each piece of student evidence is completed.	<input type="radio"/>	
8. Student's name is written on the Teacher Recording Sheets.	<input type="radio"/>	
9. Did you view the teacher training CD provided with the test materials before administering the test?	<input type="radio"/>	
10. How valuable was the teacher training CD on a scale of 1 (not very valuable) - 4 (extremely valuable)?	<input type="radio"/>	
	<input type="radio"/>	
	<input type="radio"/>	
	<input type="radio"/>	
Administration time		Total time
11. Set-up/planning time	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
12. Time directly administering the tasklets	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
13. Test administration sessions	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
14. How often did you use the break between the tasklets?	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>

Assessment materials used		YES
15. Materials used were primarily those provided.	<input type="radio"/>	
16. Materials were primarily non-text (e.g., pictures/videos, real objects).	<input type="radio"/>	
17. How helpful were the test activity materials in the material kit on a scale of 1 (not very helpful) - 4 (extremely helpful)?	<input type="radio"/>	
	<input type="radio"/>	
	<input type="radio"/>	
18. Did you use the materials CD provided in the materials kit?	<input type="radio"/>	
19. If you used the materials CD, how helpful was it on a scale of 1 (not very helpful) - 4 (extremely helpful)?	<input type="radio"/>	
	<input type="radio"/>	
	<input type="radio"/>	

Individualized adaptations
20. Assistive technology: BIGmack switch, Inks
21. Software program: Writing with Symbols
22. Presentation software: e-textbook, large print
23. Response device: student uses picture
24. Other (please indicate):



Student Name:	
State Student ID:	
School:	
System:	
Class/Teacher Name:	

Montana Comprehensive Assessment System (MontCAS)
Criterion-Referenced Test Alternate Assessment (CRT-Alternate)

CRT-Alternate Test Booklet
Spring 2018
Science
Grade 4

SECURE MATERIALS. THIS TEST BOOKLET MUST BE RETURNED TO MEASURED PROGRESS. MAY BE DUPLICATED ONLY BY SYSTEM TEST COORDINATORS.

Assessment Format

Materials	Activity Steps Teacher will:	Student Work Student will:	Performance Indicators Use Scoring Guide TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
The materials that are needed for each item and suggested student communication supports and strategies that may be helpful for some students are described in this column. Most materials can be found in the Material Kit, but some materials the teacher needs to supply.	<p>This column contains information about how to display task materials and prepare the student for the question. A script for the teacher appears in bold and italicized print, and suggests language that can be used to present the item. The script is intended as a guide only, and should be adapted by the teacher as needed.</p> <p>Information on how to scaffold levels 3, 2, and 1 of the rubric for items that are scored at levels 4 through 0 is also provided in this column.</p>	The correct student response and/or an explanation of how the student should be responding is provided in this column.	The performance indicator that is assessed by each item is identified in this column. The performance indicators come from the Montana Standards and Expanded Benchmarks. The performance indicator number and expanded benchmark number referenced to the Expanded Benchmarks document are also identified in this column.

Test Materials

Materials

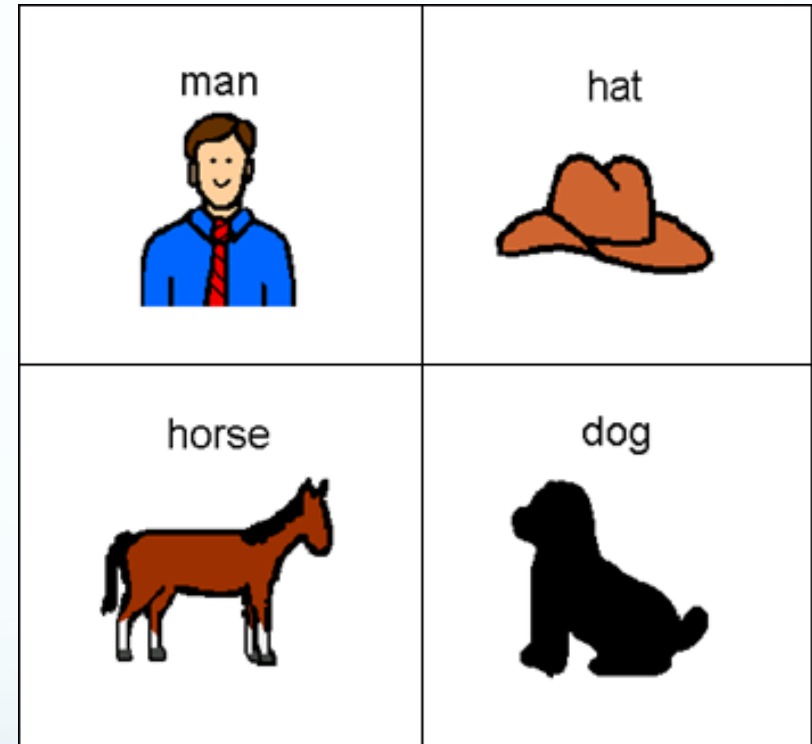
2.

- Picture cards:

- man
- hat
- horse
- dog

Communication support strategies:

- Student may look at/point to task materials to express a choice.
- Request may be rephrased to require yes/no response (e.g., point to a picture card and ask “Is this the dog?”).
- Student may tell teacher to “stop” at desired response as teacher sequentially points to each item.



Check in Advance for Other Materials

Grade 4 Science Materials Replacement Form

Please place a check mark in the column next to the materials that need to be replaced and return with the student test materials in the envelope labeled "For Return of Student CRT-ALTERNATE Test Materials". Please use the Teacher Recording Evidence Forms directly from the Test Booklet.

Grade 4 Science Materials	✓
Science Tasklet 3	
Item 1 & 2 Picture cards	
Item 3 Picture cards	
Item 4 Picture cards	
Item 5 Picture cards	
Science Tasklet 4	
Item 1, 2 & 3 Picture cards	
Item 4 Picture Cards	
Item 5 Question Cards	
Science Tasklet 5	
Item 3 Picture cards	
Item 4 Picture cards	
Item 5 Picture cards	
Item 5 Bird picture card	

Grade 4 Science Materials Summary Form

Science Tasklet 3

Materials Provided in Material Kit:	Teacher Supplied Materials:
<ul style="list-style-type: none"> Picture Cards 	

Science Tasklet 4

Materials Provided in Material Kit:	Teacher Supplied Materials:
<ul style="list-style-type: none"> Picture Cards Question Cards 	

Science Tasklet 5

Materials Provided in Material Kit:	Teacher Supplied Materials:
<ul style="list-style-type: none"> Picture Cards <p>NOTE: Please use the Teacher Recording Evidence Form from your Test Booklet.</p>	<ul style="list-style-type: none"> A small box with a hole in the top that a penny will fit through A penny, a quarter, a pebble, and a rubber ball

Preparing for Testing

- Schedule prep time and review scripts in advance
- Plan for 20-30 minute testing sessions
- Place test booklet in binder to allow for easy flipping
- Use individual folders and sequence by item
- Practice sequencing with a peer
- Write notes about language/materials substitutions in test booklet

Activity Steps Teacher will:

Activity Steps Teacher will:

2. Display the picture cards on the work space in front of the student. Do not describe them.

"Show me the dog."

Scaffold:

Level 3: Remove the incorrect response. Repeat the request.

Level 2: Remove another incorrect response. Repeat the request.

Level 1:

Say, *"This is the dog. Show me the dog."* Assist student as needed to identify dog.

- Describes how to prepare for and introduce test item
- Provides script for the questions and scaffolding
- Language may be modified

Activity Steps Student Will:

**Student Work
Student will:**

2. Identify "dog."

- Identifies the expected student response

Performance Indicators

Performance Indicators (Use Scoring Guide) TRANSFER SCORES TO STUDENT RESPONSE BOOKLET	
2. Locates a picture/ symbol/object when named or signed.	
<input type="radio"/>	<input type="radio"/>
4	3
<input type="radio"/>	<input type="radio"/>
2	1
<input type="radio"/>	<input type="radio"/>
0	
Performance Indicator: 1.1.3.3	
Expanded Benchmark: 1.1.3.3	

- Describe the specific skill that is being assessed by a test item
- A complete list of performance indicators are in the Expanded Benchmarks documents
- Performance indicators for each grade and content area are released online every year

Scoring

Montana Alternate Assessment Scoring Guide				
Performance (independence and accuracy) Used to score every item during the structured observation test activity.				
4	3	2	1	0
Student responds accurately and with no assistance.	Student responds accurately when teacher clarifies, highlights important information or reduces the range of options to three.	Student responds accurately when teacher provides basic yes/no questions or forced choices between two options.	Student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance).	Student does not respond or actively resists.

- Scoring and scaffolding are directly related processes
- The rubric is sensitive to small differences in performance among students that may require assistance in order to respond to test items

Scaffolding → Scoring

"You will put your name on this worksheet. Which of these is your name?"

Assist the student to write his/her name on the worksheet.

Scaffold:

Level 3: Remove one incorrect name. Repeat question.

Level 2: Remove another incorrect name. Repeat question.

Level 1: Remove another incorrect name. *"Here is your name. Show me your name."* Assist student as needed to identify name.

- ALWAYS allow student the opportunity to respond independently
- Proceed through scaffolding sequentially
- Score response based on level of assistance provided

Introductory Items

Student Work Student will:	Performance Indicators (Use Scoring Guide) TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
1. Attend to the reading materials.	1. Attends to literacy materials. <div><div>○</div><div>4</div><div>○</div><div>0</div></div>

- Introductory items are scored on a different scale
- They are always the first item of each tasklet

When Finished with Testing:

Transfer student scores to the CRT answer booklet. There is one section for each subject tested.

GRADE 4 CRT - ALTERNATE READING

TASKLET 1	TASKLET 2	TASKLET 3	TASKLET 4	TASKLET 5
1. 1 2 3	1. 1 2 3	1. 1 2 3	1. 1 2 3	1. 1 2 3
2. 4 5 6 7 8	2. 4 5 6 7 8	2. 4 5 6 7 8	2. 4 5 6 7 8	2. 4 5 6 7 8
3. 1 2 3 4 5	3. 1 2 3 4 5	3. 1 2 3 4 5	3. 1 2 3 4 5	3. 1 2 3 4 5
4. 1 2 3 4 5	4. 1 2 3 4 5	4. 1 2 3 4 5	4. 1 2 3 4 5	4. 1 2 3 4 5
5. 1 2 3 4 5	5. 1 2 3 4 5	5. 1 2 3 4 5	5. 1 2 3 4 5	5. 1 2 3 4 5

TEST ACTIVITY ADMINISTRATION INFORMATION

<p>Content exposure/generalization YES</p> <p>1. The materials used and/or the information assessed in those test activities was new to the student. <input type="radio"/></p> <p>2. The materials used and/or the information assessed in those test activities has been introduced to the student several times prior to scoring. <input type="radio"/></p> <p>3. The materials used and/or the information assessed in this test activity is very familiar to the student. <input type="radio"/></p> <p>Test activity administration YES</p> <p>4. The student completed the test activity. <input type="radio"/></p> <p>5. The evidence template(s) is (are) complete and attached to the CRT-Alternate Test Booklet. <input type="radio"/></p> <p>6. Student's name is written on the evidence templates. <input type="radio"/></p> <p>7. The Teacher Recording Sheet for each piece of student evidence is completed. <input type="radio"/></p> <p>8. Student's name is written on the Teacher Recording Sheets. <input type="radio"/></p> <p>9. Did you view the teacher training CD provided with the test materials before administering the test? <input type="radio"/></p> <p>10. How valuable was the teacher training CD on a scale of 1 (not very valuable) – 4 (extremely valuable)? <input type="radio"/></p> <p>Administration time</p> <p>11. Set-up/planning time <input type="radio"/></p> <p>12. Time directly administering the assessment <input type="radio"/></p> <p>13. Test administration sessions <input type="radio"/></p> <p>14. How often did you use the breaks in the assessment? <input type="radio"/></p>	<p>Assessment materials used YES</p> <p>15. Materials used were primarily those provided. <input type="radio"/></p> <p>16. Materials were primarily nontext (e.g., pictures/videos, read objects). <input type="radio"/></p> <p>17. How helpful were the test activity materials in the material kit on a scale of 1 (not very helpful) – 4 (extremely helpful)? <input type="radio"/></p> <p>18. Did you use the materials CD provided in the materials kit? <input type="radio"/></p> <p>19. If you used the materials CD, how helpful was it on a scale of 1 (not very helpful) – 4 (extremely helpful)? <input type="radio"/></p> <p>Individualized adaptations used YES</p> <p>20. Assistive technologies (e.g., AlphaSmart, calculator, Braille switch, IntelliKeys keyboard, etc.) <input type="radio"/></p> <p>21. Software programs (e.g., word prediction programs, Writing with Symbols, etc.) <input type="radio"/></p> <p>22. Presentation adaptations (teacher reads or signs, e-textbook, large print, etc.) <input type="radio"/></p> <p>23. Response adaptations (student dictates to teacher, student uses picture symbols, etc.) <input type="radio"/></p> <p>24. Other (please indicate): <input type="radio"/></p>
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15

Complete the administration survey for each subject.

Teacher Recording Evidence Form

TEACHER RECORDING EVIDENCE FORM		
Reading Tasklet 5	Item 2	Item 4
Indicate how the student communicated his or her response.	<input type="checkbox"/> Used words to respond <input type="checkbox"/> Used communication device/display <input type="checkbox"/> Pointed to/manipulated test materials <input type="checkbox"/> Used auditory scanning <input type="checkbox"/> Used gestures/sign language <input type="checkbox"/> Other _____	<input type="checkbox"/> Used words to respond <input type="checkbox"/> Used communication device/display <input type="checkbox"/> Pointed to/manipulated test materials <input type="checkbox"/> Used auditory scanning <input type="checkbox"/> Used gestures/sign language <input type="checkbox"/> Other _____
Indicate the student's initial response to the item before scaffolding.	<input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "ball" <input type="checkbox"/> selected "fun" <input type="checkbox"/> selected "tree" <input type="checkbox"/> no response	<input type="checkbox"/> selected "tree" <input type="checkbox"/> selected "girl" <input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "play" <input type="checkbox"/> no response
If applicable, indicate the student's response after level 3 scaffolding.	<input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "ball" <input type="checkbox"/> selected "fun" <input type="checkbox"/> selected "tree" <input type="checkbox"/> no response	<input type="checkbox"/> selected "tree" <input type="checkbox"/> selected "girl" <input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "play" <input type="checkbox"/> no response
If applicable, indicate the student's response after level 2 scaffolding.	<input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "ball" <input type="checkbox"/> selected "fun" <input type="checkbox"/> selected "tree" <input type="checkbox"/> no response	<input type="checkbox"/> selected "tree" <input type="checkbox"/> selected "girl" <input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "play" <input type="checkbox"/> no response
If applicable, indicate the student's response after level 1 scaffolding.	<input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "ball" <input type="checkbox"/> selected "fun" <input type="checkbox"/> selected "tree" <input type="checkbox"/> no response	<input type="checkbox"/> selected "tree" <input type="checkbox"/> selected "girl" <input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "play" <input type="checkbox"/> no response
If applicable, describe the student's behavior if the student was unresponsive to the item.	_____ _____ _____	_____ _____ _____

Write student name here.

- Record student's response as the item is administered
- Fill out the form for each item that requires student evidence

- Yellow Questionnaire from CRT-Alternate return materials
- Answer questions using bubbles 1, 2, and 3 on page 2 of the Student Answer Booklet, for “State Use Only.”

2

Halting Rule and Process

- No response or engagement is scored as a “0” for inconclusive
- If there are 3 consecutive “0” scores, stop the test
- When the test is resumed at a different time, re-administer the final 3 items on which the student scored a “0”
- If 3 consecutive “0’s” are scored again, halt testing of the tasklet and leave remaining items blank
- If student scores anything other than a “0,” continue testing
- Continue on to the next tasklet

Making the Test a Positive Experience

- Frequent breaks and short test periods
- Scaffolding to support students when they need assistance
- Consider the student's communication skills
- Consider the format of the question and the response required of the student

CRT-Alt: Structured Yet Flexible

- Students for whom this assessment is designed vary in how they communicate and respond
- Examine the tasks in advance and make necessary adaptations for individual test takers



Consider modifying tools to match student's communication needs:



- Have vocabulary available to provide options for each task
- Create displays consistent with students' skills
- Cut laminated grids to display choices
- Use electronic version of materials to enlarge
- Program communication device with auditory output to enable student to hear choices
- Use real objects

Item/Test Presentation

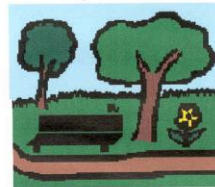
- Format of question
 - Multiple-choice
 - Yes/No
 - Open-ended
- Task materials provided
 - Is reading involved?
 - Is manipulation of materials required?
 - Will the format work for the student?
- Response required of student
 - Does student have to “say” something?
 - Does student have to “do” something?

Multiple Choice Questions

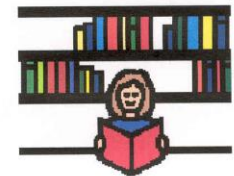
4. Display 4 word/picture cards on the work space.

***"Show me the picture/
symbol/object that means
library."*** (If library is not
available, substitute
appropriate term.)

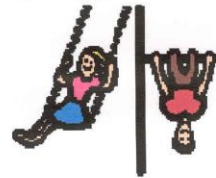
park



library



playground







store






Scaffolding Multiple Choice Items



Level 4

change—make different	
change—coins	
change—replace	
change—put on different clothes	


Level 3

change—make different	
change—coins	
change—put on different clothes	

Level 2

change—make different	
change—put on different clothes	

Level 1

change—make different	

If the student cannot respond by pointing to the correct item, adapt the procedure:



- Select a display that allows for alternative inputs
- Present options in scanning format
- Adapt question to require yes/no response
- Present responses in auditory format that student can “stop” with reliable motor response

Yes/No Response Format

Shift motor demands to the teacher. For example, you could say: *“Let me show you the choices. Will this keep Jan warm?”*

sweater/jacket



baseball cap



T-shirt



bathing suit



MontCAS, CRT-Alternate, Grade 6, Reading, Tasklet 3 – Item 5 Word/Picture Symbols

yes



no



5. Place the book and the word/picture symbols on the work space. Review the word/picture symbols and describe the items with the student.

“What will Jan pack to keep her warm at night?”

Student “Stops” Scanning Display



- Teacher points to each picture in sequence
- Student directs teacher to “stop” when the teacher points to the correct response

Items Requiring Performance

3. Display literary materials on the work space and encourage the students to explore them. Observe correct manipulation of literacy materials.

"Show me how you use this."

Communication Support Strategies:

- Student may look at/point to materials to express response OR
- If the student is unable to manipulate the test materials, ask student to indicate (e.g., "yes"/"no") if teacher is handling materials correctly (e.g., "Is the book in the correct position? Am I going to hit the right button?")

Example of Scaffolding a Performance Item

Level 3: provide additional information

Level 2: model correct response

Level 1: guide student through correct response

Scaffold:

Level 3: Give the student a verbal description of how to hold book/turn on tape. Repeat the request.

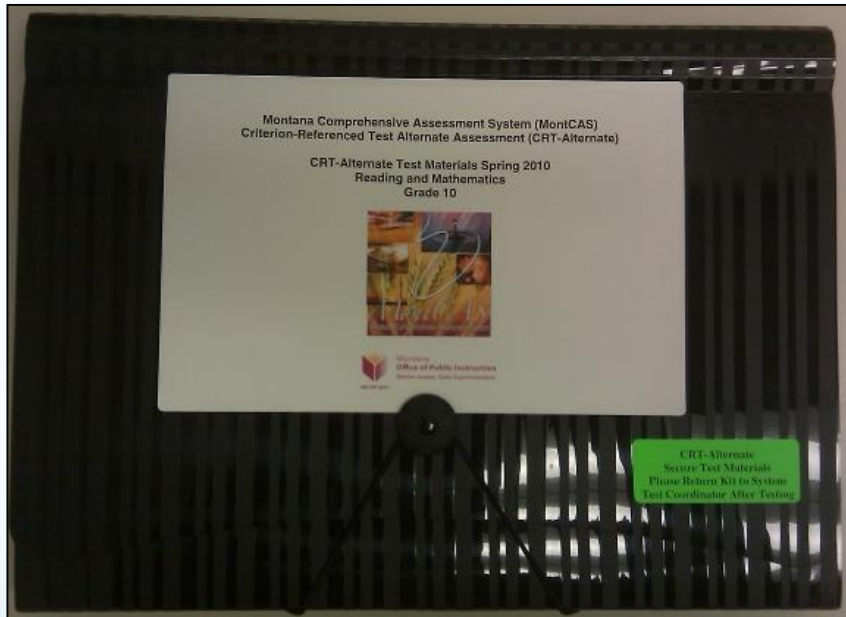
Level 2: Demonstrate the correct way to hold/turn the material. Give the material to the student and repeat the request.

Level 1: Assist the student as needed to manipulate the material appropriately, say *"This is how you use this."*

Returning Student Materials

- Use the white plastic envelope for each student labeled “For Return of CRT-Alternate Test Materials” and include:
 - CRT-Alt Test Booklet and completed Answer Booklet
 - Material Replacement Order Form (if necessary)
- Do not seal the envelopes
- Return to System Test Coordinator prior to **March 29**

Storing Material Kits



After testing, please return
Material Kits to your
System Test Coordinator
for secure storage

MontCAS Contacts

OPI Assessment Help Desk:

(844) 867-2569

OPIAssessmentHelpDesk@mt.gov

Measured Progress Help Desk:

(888) 792-2741

montanahelpdesk@measuredprogress.org